

OAKHURST ELEMENTARY SCHOOL
49495 School Road, Oakhurst, CA 93644



PBIS
Core Behavior Plan
Handbook

2018-2019

Visit us on the web at
<http://www.basslakeschooldistrict.com>

3/13/19
[Signature]

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

PBIS Overview

PBIS (positive behavior interventions and supports) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes. PBIS is an initialism most well-known to those working in schools and similar settings and comes from the federal Individuals with Disabilities Education Act (IDEA). In practice, this generally appears as 3 tiers of increasingly intensive and individualized behavior interventions and supports as well as a system of data collection and analysis.

Research based interventions (RBI) have many advantages and have become the standard of practice in many fields. Research Based Interventions (RBI):

- help legitimize and establish practices, fields, and professions, setting them apart as trusted, reliable, and creditable
- help establish baselines, standards, and norms to measure by and compare to
- create a kind of common and universal language and understanding of concepts, expectations, and outcomes
- help speed up progress by establishing what works and what does not, enabling others to build on top of these established outcomes rather than reinventing the wheel before moving forward
- allow many minds to look at and solve problems more quickly and efficiently (2 heads are better than one...)
- foster openness, honesty, transparency, and accountability
- establish a record of reliability
- provide peer reviewed hypothesizing, testing, and analysis of data
- apply the universally accepted scientific method
- lead to best practices and outcomes
- bolster, pull together, diversify, and solidify professional communities and circles of thought

Just like our RtI structure for reading, PBIS is a 3-tier system. Here are some general criteria that will help you distinguish which tier a child can be on:

Tier 1: Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc.) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

- ❖ Tier 1 interventions apply to large groups and systems, like an entire class, school, school district, day care, building, program, etc. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences.

Tier 2: Moderately intensive and focused interventions formally taught and practiced on a small group and individual scale in a systematic and structured manner on an ongoing basis.

- ❖ Tier 2 interventions apply to the small number of students who do not respond to Tier 1 interventions. Tier 2 interventions consist of more highly intensive

interventions and require more support and instruction. They may be delivered on an individual basis or to small groups.

Tier 3: Highly intensive, focused, and individualized interventions formally taught and practiced on an individual basis in a systematic and structured manner on an ongoing basis.

- ❖ Tier 3 interventions apply to the smaller number students who do not respond to Tier 2 interventions. Tier 3 interventions consist of highly customized and individualized interventions and require a high level of support and instruction. Tier 3 interventions are typically delivered on an individual basis due to their high degree of specificity.

For students with behavior problems, it is imperative to document all interventions applied, both the successful and unsuccessful ones. You can document behavior issues within the Aeries Screen. Particularly when a child eventually is presented to the Pre-sst team or for referral purposes. Teachers are expected to visit the <http://www.pbisworld.com> website for resources, particularly to find specific behavior plans to implement. It's about implementation with fidelity and the plethora of resources and behavior plans at your disposal is easily accessible via the website.

PBIS

Positive
Behavior
Intervention
Systems

**Oakhurst
Elementary
School
2018-2019**

**Goals of PBIS:
Prevention instead of
referral...Ask for the
behavior you want!**

Tier III
Counseling
pull-out for
social skills
Referral –
assessment
placement plan

Tier II
Discipline and intervention data
Behavior Contract
Create office referral flowchart
SST Referral Process
Environmental modifications
Check-in/Check out
School-based counseling (small groups)

Tier I
Classroom Mission Statements, Classroom Dojo (including Mind Set Videos and Character Education), Student generated list of rewards for earning Dojo points, PRIDE Posters for classroom, cafeteria, restroom, and bus; Lunch with the principal, Teaching expectations, Eagle Mascot, PRIDE Murals, Attendance Mural, Brag Tags (Academic, BUG and Attendance), Brag Tag Squad, Discipline Dashboard data, PRIDE Spirit wear, PRIDE Assembly, Valet Team, K-Kids Club, Kinder bus line leaders, Breakfast Club Line Leaders (for Grades K-1); Mind-UP (Social and Emotional Curriculum), Active Supervision on playground, PBIS information/updates included in monthly staff meetings

Is Behavior Teacher Managed
OR
Administrative Managed?



Classroom Behavioral Process

Office Referral Process

- Teacher Managed:**
- Inappropriate language
 - Physical contact
 - Defiance
 - Dress code
 - Disruption

- Continuum of Correction Steps:**
- Ignore
 - Non-verbal prompt
 - Proximity
 - Verbal Prompt
 - Corrective strategies and teaching

- Continuum of Praise:**
- Immediate
 - General or specific
 - Private/public praise

- First Response:**
- Touch
 - Eye contact
 - Positive to others
 - Non-verbal signal
 - Humor
 - Redirection
 - Lights out
 - Think-pair-share
 - Distraction
- Second Response:**
- Change seats
 - Give a task
 - Break
 - Ask is that your best choice
 - Are you okay
 - Restate the expectations
 - Offer a choice
 - Is this too easy or too hard
 - Rephrase
 - Check for understanding
 - Add Dojo points
 - Assign an errand
- Third Response:**
- Model expectations
 - Fix-it ticket
 - Behavior contract
 - 1:1 chat
 - Separation
 - Break outside
 - Parent contact
 - Restate specific expectation with consequence
 - Lunch detention
 - Apology letter
 - Mindfulness
 - Modify assignment

- Administration Managed:**
- Abusive language
 - Fighting and/or physical aggression
 - Overt defiance
 - Harassment and/or bullying
 - Lying/cheating
 - Potential suspendable offences

- Steps to follow:**
- Send Student to office
 - Contact office if possible
 - De-escalation of situation with administrator
 - Administrator gathers information
 - Administrator talks with student and documents incident
 - Administrator follows through on consequences rendered
 - Administrator implements restorative process
 - Administrator contacts parent and teacher with consequence; in-house suspension or off campus
 - Student re-entry to classroom or remains in office

PRIDE at OES

Pride stands for **Positive, Respectful, Independent, Determined and Engaged**. These five words were created with input from students. The students were asked what words best described our chosen umbrella word of PRIDE; which words represented the best of an OES student. The students brainstormed words, and from their list, PRIDE was defined!

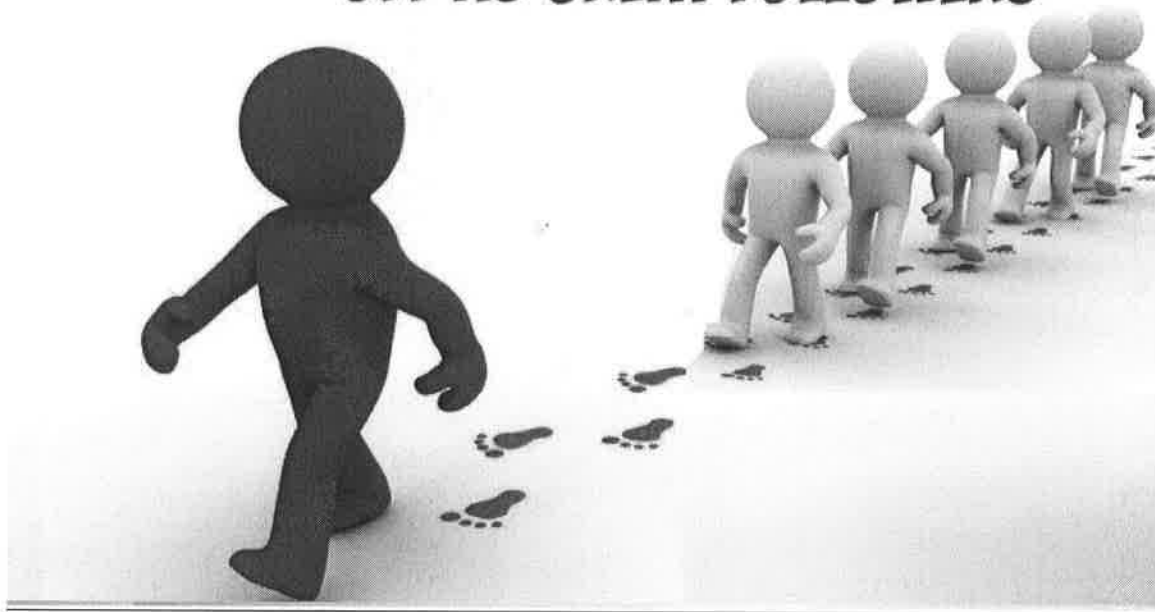
PRIDE Posters

P.R.I.D.E.	What P.R.I.D.E. looks like in the cafeteria
Positive	<ul style="list-style-type: none">● Walk into the MPR in “Line Basics” mode with a smile● Use please and thank you
Respectful	<ul style="list-style-type: none">● Eat over your tray or lunch box● Keep your hands to yourself● Clean above and below the table
Independent	<ul style="list-style-type: none">● Remain in your seat until dismissed
Determined	<ul style="list-style-type: none">● Raise your hand if you need something
Engaged	<ul style="list-style-type: none">● Use your whisper voice at the table

P.R.I.D.E.	What P.R.I.D.E. looks like on the bus:
Positive	<ul style="list-style-type: none"> ● Greet the bus driver when I get on the bus everyday ● Say thank you when I get off the bus in the morning and afternoon
Respectful	<ul style="list-style-type: none"> ● Sitting in my seat, facing forward, with my hands on my lap
Independent	<ul style="list-style-type: none"> ● As soon as I sit down, I put on my seatbelt, and keep it on until I get off the bus
Determined	<ul style="list-style-type: none"> ● To earn a PRIDE TICKET by following all the bus rules to keep myself safe
Engaged	<ul style="list-style-type: none"> ● Having quiet conversations with my friends while sitting in my seat

P.R.I.D.E.	What P.R.I.D.E. looks like in the Restroom
F	Floors stay dry
L	Leave it clean
U	Use it quietly
S	Soft voices
H	Hands washed

GREAT LEADERS START OFF AS GREAT FOLLOWERS



1. Demonstrate confidence and leadership. ...
2. Are unique. ...
3. Communicate and interact with everyone. ...
4. Show respect and concern for others. ...
5. Are knowledgeable and well rounded. ...
6. Have humility and willingness to admit mistakes. ...
7. Do **good** things outside the job.

Assertive Discipline:

The universal "color-code" chart system for every single classroom is TO FOCUS ON THE POSITIVE; you can also add character traits to this, or use PRIDE.

- BONUS COLOR (Beyond)
- BONUS COLOR (Above)
- Green (doing well)

For those that earn a loss of recess, instead of benching the child out on a picnic table, the child will be sent to the cafeteria to sit in a designated area. Students will be monitored by a staff member. Benched children will have to copy an essay on the attributes of a PRIDE Kid. Each child will sign-in on a form to be used as a form of data gathering.

Pride Essay (to be written in either manuscript or cursive):

I am a PRIDE Kid. I make good choices and am a good student. I am POSITIVE. This is demonstrated by my confidence and expecting the best from myself. I am RESPONSIBLE. This is demonstrated by being confident and showing others I can be trusted. I am INDEPENDENT. This is demonstrated by showing I can think for myself and complete assignments on my own. I am DETERMINED. This is demonstrated by making up my mind to create a plan of action, even when it is difficult. I am ENGAGED. By showing I'm busy and occupied with assignments and activities, I'm engaged. This is how I will be a PRIDE Kid and make better choices.

For those that earn a detention, the detention is served during morning recess in the cafeteria. The child will sit in a designated area and complete missing assignments (if academic issue) or write the essay (for behavior issues).

- Detention #1: Write a PRIDE Essay
- Detention #2: Write what edict of PRIDE violated and why; then make amends (do something for the classroom/community/teacher that was impacted by violation)
- Detention #3: Tier II Intervention and conversation with trusted adult as to what is happening to cause recurring behaviors
- BEFORE THE END OF MORNING RECESS, all students in detention get 5 minutes to walk the perimeter of the MPR for exercise

Rewards and Incentives

Rewards and incentives are vital to a successful behavior modification plan. As such, the following list the many types of rewards and/or incentives available to students who display appropriate behaviors:

- DOJO Points
- PRIDE Student Award
- Weekly prizes from classroom store
- Students choose from a student-generated list of what they would like to earn for demonstrating positive behavior
- Classroom party (monthly)
- Citizenship Winners earn PE Extravaganza every quarter
- Academic Achievement Winners earn a movie fieldtrip each semester

Expectations

The following includes the expectation of conduct and showing that a child is ready to learn:

- **Line basics:** single file, face forward, be alert and silent, hands at sides, arm reach apart.
- **Body Basics** (during direct instruction): four/six on the floor; kris-cross on the rug; eyes on teacher; sit-up straight; active listening (be aware of your feet; follow the teacher with your eyes; nod your head for understanding; ask for help if you don't understand).
- **Space Basics:** the area around you belongs to you – it's your personal space; your desk and belongings are part of your personal space; keep your hands to yourself; ask for permission to enter someone else's space; no means no.
- **Give Me Five:** stop/look/listen; count down from 5 to 0; be on focus by zero or consequences will apply.
- **Café basics:** space basics; quiet voices, manners.

School-wide student expectations:

1. Listen to all adults in the classroom and anywhere around the campus.
2. Complete all assignments in the classroom.
3. Complete all homework assignments.
4. Be a good citizen in the classroom and out on the playground.

Wise Words from Dr. Rod Keeler, Behavioral Specialist, MCOE

The following are highlights from a workshop Dr. Keeler presented to OES staff. Take the time read these words of wisdom. When having a challenging day, read through this again!

- Most important for all of us is developing relationships with kids...keeping it positive and going out of our way with kids to make them know we do like them. Build relationships with each child. It is vitally important to do this with difficult children. Kids do need to know we like them...and if you don't, you need to find a way to do so.
- Build the habits...praise, incentives, etc. Reshape their view of school.
- Praise is powerful....five praises for every one re-direct.
- As instructors (all adults), our goal is to help kids learn to love school.
- We, as the educators, need to be conditioning the student; not the student conditioning us.
- It's what we do over time that will change the behaviors. KEEP THINGS POSITIVE!
- You'll get what you give...if you are sarcastic, you'll get sarcasm back. If you yell, expect to be yelled back.
- Get the structure in place from day one.
- Every kid must know what they are supposed to be doing all day long and how to do it. Kids should be able to answer the question, "What do I do now"?
- Post your classroom schedule...Rod suggests an activity schedule versus time schedule.
- Make clear and simple classroom rules and review/practice them daily.

- Get your procedures effectively communicated and then practice, practice, practice.
- Positive incentive systems can be very simple. (Example: marbles in the jar).
- Kids need to know what appropriate behavior is and what it isn't.
- EVERYTHING is a privilege for kids...NEVER give away anything. Kids must earn privileges. Examples: fieldtrips, special events, assemblies, etc.
- Do what you tell the kid! Consistency is crucial. If you say a child gets detention for a week, stick to that. Don't every go back on your words.
- Model appropriate behavior....say please and thank you and kids will use it too.
- Regarding discipline...sending **a child out of the room signals loss of control. Remember, YOU always want to be the one in control!**

Clean-UP Process (Restorative Justice)

For a child who made a "mess" with another child, this is what teacher and/or principal guides for student: They must verbalize to the other child the following:

I know that...

I apologize.

What can I do to make it right?

Next time I will...

Will you forgive me?

Mind-Up Curriculum for Social/Emotional Support

Mind-Up is a research-based curriculum and framework for success in learning and life. The curriculum is grounded in neuroscience, activated by mindful awareness inspired by positive psychology and a catalyst for social-emotional learning. Mind-Up is a way of teaching that provides a richer learning experience for students and returns the joy of teaching to teachers. The program is research-based and has use proven strategies to help students improve focus, classroom communication and harmony through a mindful classroom.

The program is comprised of lessons in which students are taught to self-regulate behavior and mindfully engage in focused concentration required for academic success. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. Weekly student lessons aim to help children:

- Improve focus, concentration and academic performance
- Reduce stress and anxiety
- Handle peer-to-peer conflicts
- Manage emotions and reactions
- Develop greater empathy toward others
- Choose optimism

Specific lesson topics include:

- How our brain works
- Mindful awareness
- Focused awareness
- Mindful listening, seeing, tasting, movement

- Attitude
- Perspective taking
- Choosing optimism
- Appreciating happy experiences
- Expressing gratitude
- Performing acts of kindness

OES teachers provide a Mind-UP lesson once every week.

Physical Education Pride Program (PEP)

As part of our Physical Fitness Education Program, OES has developed a recognition program called P.E.P. During the course of the PE classes, we've designated certain team or individual events to be PEP events. This means that students can earn points towards the possibility of earning a large PE Medal to be awarded in the middle of May, 2019. It is our plan to honor five girls and five boys in grades 2-5 this year.

In addition to competitive events during PE classes, students can also earn points for exhibiting good sportsmanship each quarter. Good sportsmanship is Standard #5 in the California Physical Education Framework. A student displaying good sportsmanship does the following:

- Is respectful of decisions made by teachers, coaches, parents volunteers and referees
- Is a good teammate, possibly even helping another students who is having a problem understanding a particular game or activity
- Shows good temperament when winning or losing
- Respects the PE equipment
- Puts forth excellent effort

Multi-Tiered Systems of Support (MTSS)

Oakhurst Elementary School adheres to the edicts of MTSS. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. At OES, MTSS assists with academic issues with the Response to Intervention Model and Behavioral issues with Positive Behavior Intervention Supports (PBIS) for ALL students. MTSS includes:

- Focusing on aligning the entire system of initiatives, supports and resources.
- Promoting District participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.

- Endorsing Universal Design for learning instructional strategies so all students have opportunities for learning through differentiated content, processes and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings.
-

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

School-based Counseling referral for students

One of the many goals at BLJUESD is to ensure that children receive a quality education. The District is able to afford the opportunity to offer students a counseling program designed to meet many of their social and emotional needs. This program has been developed from the concerns that we have about the total well-being of our students. Through research, we have come to recognize that when a child's self-concept improves, so does his/her academic progress.

Students will be seen on a weekly basis in groups if there is a need for counseling services. Students will learn tools which are useful for improved communication, anger management, positive social skills, stress relief, mindfulness, organization and time management. Additionally, other topics to be addressed can include issues of self-esteem, impulsive behavior and coping with stressful circumstances.

If a teacher feels counseling would benefit a child, the process to refer is the following:

- First and foremost, teacher contacts parent to share concerns. Communicate with the parent that the counseling offered is school-based, and not a one-on-one session. Rather the school counselor works with small groups of children on issues relating to the group; social skills, behavior, stress, etc.
- If a parent is in agreement, send a counseling form home for signature.
- Forms are available in the office.
- When form is completed, signed and returned to school, place the form in counselor's box.
- Teacher needs to send child when scheduled – no exceptions. Parent agreed to the counseling and parent is expecting their child to work with the counselor.

Created March, 2019